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ABSTRACT

The characteristics of two-year colleges and trends in community college education are summarized in this series of fact sheets. The first of these presents a nationwide overview of the number and types of institutions; full- and part-time enrollments; selected student, faculty, and administrator characteristics; tuition and fees; and types of programs. Subsequent fact sheets provide greater detail for the following topics: (1) enrollment trends for 1960 to 1978 and projections; (2) enrollment trends in vocational/occupational/technical programs, transfer/liberal arts/college parallel programs and community education and special interest programs; (3) changing patterns of student characteristics; (4) results of follow-up studies of community college graduates who transferred or sought employment; (5) characteristics and numbers of adult lifelong learners; (6) tuition and financial aid; (7) activities and characteristics of full- and part-time faculty; (8) administrator characteristics and governance patterns; (9) methods of financing community colleges; and (10) programs in progress at the American Association of Community and Junior Colleges. References and sources of information are provided for each category. (MB)

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# [Two-Year Colleges:

# Information, Facts and Figures]

American Association of

Community and Junior Colleges

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JC 790 337

May 1979

American Association of Community and Junior Colleges

FACT SHEET ON TWO-YEAR COLLEGES

## INSTITUTIONS

According to information collected in October 1978, there are 1,234 two-year institutions in the United States and outlying areas. Among these are public and independent community and junior colleges, separate campuses of individual colleges, technical institutes, and two-year branch campuses of four-year colleges and universities. Located in urban, rural, and suburban areas, these institutions can be found in every state in the United States, as well as in Puerto Rico, the Canal Zone, American Samoa, Canada, and in various other foreign countries. Within the United States there is at least one community college in each of 426 of the 435 Congressional districts.

Between fall 1973, and fall 1977, the proportion of all public colleges and universities which are two-year rose staadily, as did the proportion of all students in public institutions who are enrolled in two-year colleges.

## ENROLLMENT

The Bureau of the Census reports that in 1970, for every 100 undergraduates enrolled in four-year colleges, there were 37 enrolled in two-year colleges. In 1978, however, there were 43 two-year college students for every 100 four-year college undergraduates.

Opening fall enrollment figures for 1978 showed that 4,304,058 students were enrolled in two-year institutions for credit courses, both full-time and part-time. This represents 35 percent of the total undergraduate enrollment in this country. Over hald (53 percent) of all students enrolled in postsecondary institutions for the first time were enrolled in two-year colleges.

Two-year colleges are the only segment of postsecondary education projected for growth. The National Center for Education Statistics believes that between 1976 and 1986 two-year college enrollment may increase by as much as 35 percent.

## STUDENTS

Women made up 52 percent of the total headcount enrollment and 53 percent of the part-time headcount enrollment in community and junior colleges. Minority student enrollment is 26.7 percent of the full-time enrollment at two-year colleges, and 19.8 percent of part-time enrollment, according to the new 1979 Minority Report: Data and Dialogue, an AACJC publication. Data from the Bureau of the Census show that in 1976, 62 percent of the students in two-year colleges were over age 21.

## FACULTY AND ADMINISTRATION

In order to serve the diverse group of students enrolled in two-year institutions a reported 208,831 faculty members and 16,705 administrators were employed for the 1978-79 academic year, as of October 1978. In addition, 15,077 other professionals, including librarians and counselors, are reported. Three out of four two-year college faculty have the master's degree; 6 percent of all full-time, two-year college faculty had the doctorate in 1970, but estimates indicate the figure may now be close to 20 percent.

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## TUITION AND FEES

While rates vary from college to college or from state to state, two-year college tuition remains generally low. Average charges for tuition and required fees are approximately $394.00 for public colleges for the current year, 1978-79. At independent, or private, two-year colleges the average for the current year is $1,792.00. These averages represent increases of 10.9 percent for public colleges and 6.4 percent for private colleges compared with the previous year.

## PROGRAMS

Community, junior, and technical colleges offer a variety of programs designed to meet the needs of many kinds of students. A National Center for Education Statistics report estimates that over 1,300 different occupational programs are offered by these institutions. As well as occupational and liberal arts programs leading to the associate degree, these institutions also provide short-term training courses leading to specialized certificates and diplomas. By far, the greatest proportion of sub-baccalaureate degrees were earned at two-year public institutions, which showed a 61.2 percent increase in awards conferred since 1970-71. In most two-year colleges, community education is provided through a multitude of noncredit courses. Noncredit courses enroll about 4 million students. Several innovative concepts are used in these community and junior college programs, among them: credit by examination, cooperative education, volunteer service programs, individualized instruction, citizen education and multi-media instructions.

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ENROLLMENT IN TWO-YEAR COLLEGES

All Two-Year Institutions

| Year | Number of Colleges | Enrollment | Percent of Increase of Enrollment over Preceding Year Enrollment |
|---|---|---|---|
| 1960 | 678 | 660,216 | 3.1 |
| 1961 | 678 | 748,619 | 13.4 |
| 1962 | 704 | 818,869 | 9.4 |
| 1963 | 694 | 927,534 | 13.3 |
| 1964 | 771 | 1,043,963 | 12.6 |
| 1965 | 771 | 1,292,753 | 23.8 |
| 1966 | 837 | 1,464,099 | 13.3 |
| 1967 | 912 | 1,671,440 | 14.2 |
| 1968 | 993 | 1,954,116 | 16.9 |
| 1969 | 1,038 | 2,186,272 | 11.9 |
| 1970 | 1,091 | 2,499,837 | 11.4 |
| 1971 | 1,111 | 2,680,762 | 7.2 |
| 1972 | 1,141 | 2,866,062 | 6.9 |
| 1963 | 1,165 | 3,144,643 | 9.7 |
| 1974 | 1,203 | 3,527,340 | 12.1 |
| 1975 | 1,230 | 4,069,279 | 15.4 |
| 1976 | 1,233 | 4,084,976 | 0.4 |
| 1977 | 1,235 | 4,309,984 | 5.5 |
| 1978 | 1,234 | 4,304,058 | -0.1 |

All enrollment dat are headcount rather than FTE figures and include all students enrolled full-time or part-time in courses for credit. In 1978, two-year colleges also reported that 3,078,079 people participated in community education programs offered by the colleges but carrying no academic credit. This is an increase of eight percent from 1977 to 1978.

The Bureau of Postsecondary Education believes that continuing (non-credit) education in community colleges has increased 500 percent between 1968 and 1978. Two-year colleges now have more institutions offering non-credit activities for adults and more participating adults than any other segment of higher education.

Fall 1976 opening term enrollment reflected only a small increase due primarily to a drop of 200,000 in veterans' enrollment. Fall 1977 data reflected a stabilization of enrollments, while fall 1973 notes a slight decrease. The decrease in public two-year colleges is less than one percent (0.02). Part-time enrollment makes up 61 percent of the total.

Although the number of people in the traditional college-going age of 18-24 will now be declining, enrollments in community and junior colleges are expected to continue to hold steady or show modest growth. Enrollment of those 35 years of age and older in two-year colleges increased 30 percent between 1974 and 1976.

Enrollment projections form the National Center for Education Statistics indicate that between 1976 and 1986 enrollment at two-year institutions may increase by as much as 35

percent, while enrollment at four-year colleges is projected to decrease by three percent in the same ten-year period. There is potential for growth as shown by Educational Testing Service, which reports that there are 46 million adult learners now learning through non-school organizations.

The largest percentage drop between 1977 and 1978 was for full-time male enrollees. The AACJC 1979 Directory reports a -5.7 percent decline.

A total of 11,354,756 students were enrolled in all types of postsecondary institutions in the fall of 1978. This total represented a decrease of one-half percent compared with fall 1977, according to the National Center for Education Statistics. Almost 40 percent were enrolled in two-year colleges.

The number of students attending college for the first time increased 1.8 percent from 1977 to 1978 in all postsecondary institutions. Over half of these first-time students (53.4 percent) are attending public or private two-year colleges.

Fall 1978 AACJC data show minority enrollment to be 22.3 percent of total headcount enrollment.

Different data sources make comparisons difficult, but it seems that black enrollment has increased 30 percent and Hispanic enrollment has increased 65 percent between 1970 and 1978.

The 1976 Higher Education General Information Survey reported that 38.8 percent of all minority students in higher education were in two-year colleges.

Attendance patterns of women have significantly affected enrollment statistics in all postsecondary institutions. According to AACJC data, the part-time enrollment of women in two-year colleges increased by 3.4 percent between fall 1976 and fall 1977. This was the only segment of credit enrollment to show any real growth.

AACJC enrollment data are available for each institution with summaries by state in the 1979 Community, Junior, and Technical College Directory.

AACJC minority data, both enrollment adn employment, are available in the 1979 Minority Report: Data and Dialogue.

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# TYPES OF PROGRAMS OFFERED IN TWO-YEAR COLLEGES

Community, junior, and technical colleges offer the following major types of programs:

- Vocational/Occupational/Technical. This category of programs includes training in such fields as data processing technologies; health services and paramedical technologies such as dental hygiene, medical records; engineering technologies, including automotive, diesel and welding programs; business and commerce technologies, including restaurant management, accounting, and communications; and public service technologies such as recreation and social work, police and fire science programs. These programs are designed to lead directly to employment in a specific established or emerging field; such programs lead to a certificate, diploma or associate degree. This area of education shows strong growth.

- Transfer/Liberal Arts/College Parallel. These programs are designed for students who plan to continue their postsecondary education at a four-year college or university. The programs are comparable to the first two years of a baccalaureate degree program and usually terminate in the associate degree.

- Community Education and Special Interest Programs. Other major programs are offered for those students or community members interested in civic, cultural, or recreational courses not carrying academic credit toward a degree, diploma, or certificate. Specific programs are also designed for such groups as women returning to school, labor union members, senior citizens, and those seeking job upgrading skills. Developmental and remedial programs, most often in communication skills, are also offered at two-year colleges.

During the 1960's enrollment in occupational programs began to grow, largely because more new programs were begun and because enrollments in all programs were increasing.

Since the mid-sixties, occupational enrollment has not only increased in numbers, it has increased at a higher rate than either total enrollment or transfer enrollment.

For the 1976-77 year 58 percent of the associate degrees were awarded for occupational curriculums. A little over half (51 percent) of these degrees were in the fast growing science or engineering related curriculums. In 1970-71, 54.3 percent of the awards were in arts and sciences, in 1976 arts and science awards had dropped to 42 percent.

Occupational programs enrolling the largest numbers of students are: business commerce and management technologies including secretarial; nursing and allied health; electronics and machine technologies; and police and corrections.

Of the first-time, full-time students attending two-year colleges, 79.4 percent cited "ability to get a better job" as a primary reason for attending.

Enrollment in occupational/vocational programs offered at the postsecondary level in all types of public institutions has increased from 207,201 in 1965 to 2,807,505 in 1978, according to data from the U.S. Office of Education.

Although enrollment in occupational programs is increasing, in many two-year colleges the humanities and general education are enjoying renewed interest through such specially designed programs as conferences, courses by newspaper, educational television courses, and interdisciplinary programs. The only humanities courses that have seen an enrollment

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increase are political science (4 percent), and interdisciplinary humanities (6 percent).

The types of fields women are preparing to enter appear to be shifting. Women accounted for 48.5 percent of science and engineering related degrees in 1975-76. Overall women had greater percentage increases than men in all but two curriculum divisions - health and public service related technologies.

The U.S. Office of Education believes there are well over four million non-credit students this year, while ten years ago there were just over three-quarters of a million. This is nearly a 500 percent growth in community education enrollment in two-year colleges between 1968 and 1978.

According to a study done by the AACJC Community Education Center, 95 percent of the two-year colleges responding to a survey on community education services indicated their commitment to the concept of offering programs with the needs of their communities in mind. These programs and services include: cultural events, citizen education forums, upgrading of job skills, family life planning, adult basic education, health care services, and special programs for women, minorities, and older adults.

Information on model programs has been developed by a variety of agencies, many through the sponsorship of AACJC. Publications available through AACJC include information about programs in such areas as: Agriculture, Aviation, Health Care, Energy Technologies, Environmental Technologies, Legal Assistants, Women in Small Businesses, Citizen Education, Educational Employment for Older Adults.

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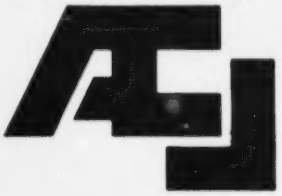

## LEARNERS IN TWO-YEAR COLLEGES

In the period between 1970 and 1977, the proportion of learners between 14 and 19 years old fell from 36 to 32 percent. About half (45 percent) of the undergraduates in the 25- to 32-year age group were enrolled in two-year colleges.

As of October 1977, a total of nearly 1.3 million people, 35 or over, were enrolled in college; 60 percent of this population was participating in undergraduate programs; and 80.4 percent were enrolled as part-time students.

The proportion of the two-year college learners who were delayed starters (that is, 22- to 34-year-olds) enrolled in two-year colleges rose from 31 to 45 percent.

In 1970, 53 percent of two-year college learners were under 20 years old; by 1977 this proportion dropped to 37 percent. Part-time learners are, on the average, older than full-time students.

Students 22 years old and over have accounted for most of the growth in two-year colleges in the 1970's. Two out of three of these older learners attend part-time.

National norms for full-time, first-time freshmen indicate that 20.4 percent of those enrolled in two-year institutions are from families with incomes of less then $12,500.

Women have become the majority group among all undergraduate learners in the "traditional" age group of 21 or under. Women learners who are over 35 years of age increased their attendance rate by 5.9 percent between 1974 and 1976. AACJC annual fall enrollment data indicate that women comprise half of the full-time population and over half (52 percent) of the part-time population.

Community colleges enroll 38.8 percent of the nation's minority students. According to a new AACJC minority study, from 1970 to 1978 there was a 52 percent increase in minority enrollment. Black enrollment increased by about 30 percent and Hispanic enrollment increased 65 percent. States with the highest minority enrollment include Hawaii, New Mexico, Alaska, Louisiana, South Carolina, Alabama, California, Texas, Maryland, and Mississippi. Almost one-fourth of the two-year college enrollment is from a minority group.

More learners in two-year colleges are older, married, attending part-time, from less affluent homes, and with parents who have less education than students in four-year colkeges and universities. Among two-year college students, 26.7 percent were married and living with their spouses, while 14.3 percent of the four-year college students are married. Of the two-year college students 22 and older, 54 percent are married.

Data on college enrollments from the National Longitudinal Study of the High School Class of 1972 reveal that 60 percent of the students initially entering two-year institutions either completed a course of study, transferred to a four-year institution, or were still enrolled two years after college entry.

The National Center for Education Statistics (NCES) divides students into high, middle, and low ability levels. About 39 percent of the students going to community colleges are from the high ability level.

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Of the first-time, full-time students attending two-year colleges, 79.4 cited "ability to get a better job" as a primary reason for attending; 38.2 percent of these students selected their college because of its good academic reputation; 21.3 percent selected their college because of low tuition rates.

Approximately one out of five high school seniors either plans to attend a two-year college or plans to attend both a two-year and a four-year college. A little over 42 percent of the first-time, full-time freshmen at two-year colleges plan to obtain a bachelor's degree.

According to The American Freshman: National Norms, two-year colleges enroll a larger percentage of the physically handicapped students than other segments of higher education.

Census Bureau data from 1977 full-time workers reveal male workers with four years of high school earned an average salary of $15,434, while males with one to three years of college earned $16,235. Average income for women with four years of high school was $8,894, while women with one to three years of college earned $10,157.

Similarly, the unemployment rate of workers in 1977 indicates that in the age group 18-24, 9.1 percent of those with one to three years of college were unemployed, while 13.3 percent of these in the same age group with four years of high school were unemployed.

Women, minorities, and persons over 24 have now become the "traditional" rather than the "non-traditional" student. Americans continue to grow older. Estimated increases in age categories show the 65 to 74 age group increasing 39 percent between 1975 and 2010.

In fall 1978, part-time students comprised 61 percent of the for-credit headcount enrollment in two-year colleges.

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May 1979

## FOLLOW-UP AND TRANSFER OF TWO-YEAR COLLEGE STUDENTS

A number of states and colleges are following up their students after graduation. The Virginia Department of Community Colleges, for example, surveyed all of the students enrolled in occupational programs from 1966 to 1969 and found that 72 percent of these students were working full-time, adn that a majority reported their jobs were related to their programs of study.

Maryland's statewide follow-up found that half of the respondents were preparing for transfer, one-third were interested in career development, and one-sixth were enrolled in courses for personal interest. Sixty percent of the respondents said they had achieved their primary educational goal. Only half of the students who entered in fall 1972 stated that receiving an AA degree was a primary educational goal.

In Illinois, the statewide study showed that 56 percent enrolled to prepare for employment, but other students named short-term objectives that could be met by taking only a few courses. It was also found that over three out of four former community college occupational students, including both graduates and non-graduates, were employed either full- or part-time; over 10 percent were full-time students, and only four percent were unemployed.

Tex-SIS (the student information study for the Texas Education Agency) data show that the major reason for discontinuing enrollment was conflicting job hours and that 90 percent of all students enrolled were also employed over 30 hours a week.

Data from the National Longitudinal Study of the High School Class of 1972 indicates that of the students initially enrolling in a two-year college in 1972, nearly one-quarter had transferred to a four-year college by 1974.

According to the same study, the majority of students who enrolled in any type of instruction in 1972, but were not enrolled in 1974, withdrew for non-academic reasons. Students who worked full-time withdrew at almost double the rate of those with part-time or with no jobs. About 46 percent of all students not continuously enrolling in any type of institution planned to re-enter college within one year.

It was estimated that at least 10 percent of all community college students have attended four-year colleges prior to their attendance at community colleges. Transfer Students in Institutions of Higher Education data show that the number of students who transferred from a four-year to a two-year school was approximately equal to the number who transferred from two-year to four-year colleges. The majority of students transferring to two-year institutions from four-year colleges do so "to attend a less expensive school." Approximately half of middle income students who transferred (as freshmen) to a two-year school cited this cost factor.

Community and junior colleges showed a 61.2 percent increase in associate degree and other formal awards in the six year period between 1970-71 and 1975-76. The total number of associate degrees and awards increased more than any other degree category.

Although men still outnumbered women among degree recipients, women's representation increased from 42.8 to 46.2 percent over the six year period.

There was a marked shift for both mean and women away from arts and sciences and general programs toward occupational curriculums. In 1972-73, for the first time, more than half (51.5 percent) of the awards were granted in occupational categories. By 1975-76 this percent had grown to 57.5.

A West Virginia study notes the effects of transfer shock were reflected in an initial decrease in GPA during the first semester after transfer; but by the time 30 semester hours were completed GPA's were slightly better than

A Florida study of credit by examination found that the CLEP students who graduated from the community college entered the State University at a higher rate than did non-CLEP students and earned their degrees at a pace significantly faster (7 months) than the non-CLEP graduates.

In a recent College Entrance Examination Board study, approximately 5,000 prospective students were asked about their college plans. Nearly 40 percent of those surveyed indicated that they planned to attend a public community college, and older students (72 percent of the "over 30" group) were more likely than younger students (36 percent of the "under 18" group) to select a public community college.

The types of students attending two-year colleges, the programs they select, and the goals they hope to achieve, are so varied that it is misleading to assume entering students will complete an associate degree within two years. Recent data from a California study, for example, show that the average length of time used to earn the two-year degree is two and a half to three years.

Since two-year colleges enroll stuch a large proportion of part-time students (over 58 percent) who are often interested in taking one or two courses, but may have no long-term degree plans, the term "drop-out," used to describe students who do not complete a degree, is also misleading.

Results of a Florida study indicate that if the work "drop-out" were redefined to include only those students who have not reached their educational goals three years from the time they enter a community college and who have no plans to complete these goals, the percentage of "drop-outs" is less than two percent.

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# THE ADULT LIFELONG LEARNER IN TWO-YEAR COLLEGES

Of the 40,000,000 adults who will be going through a career change in the next 10 years, 24,000,000 will be turning to institutions like the community colleges for training and/or retraining.

Several state studies of part-time and full-time, mid-life adults found that most are attending college for job/career-related reasons. Concurrent employment is high among part-time students with about 93 percent employed, working an average of 41.5 hours per week, and about 52 percent of the full-time students employed and working an average of 33 hours per week.

There are an estimated 64 million participants in various kinds of postsecondary education. Between 17 and 18 million are enrolled in some kind of school or college, compared to 46 million learning through non-school organizations.

It has been suggested that in any given year about four-fifths of all adults engage in self-directed or "do-it-yourself" learning, relying on what has been termed "individually used sources."

Adult and continuing education activities were offered by 2,225 colleges and universities during 1975-76. This represented a 102 percent increase from 1,102 institutions which reported offering noncredit adult and continuing education programs when surveyed in 1967-68.

Two-year colleges constituted 44.6 percent of the total institutions offering adult education in 1975-76 and accounted for 47.3 percent of the total registrants. The largest number of registrations were reported for careers in business and management, education, health professions, and fine and applied arts.

No fees are charged the elderly learner at 76 percent of the two-year colleges.

A Continuing Education Unit (CEU) is earned through 10 contact hours of participation in an organized adult and continuing education or extension experience under responsible sponsorship, capable direction, and qualified instruction. This definition, developed in the early 1970's, is now used by almost half of the two-year colleges.

As the occupational structure of the country continues to change as a result of job retraining needs, technological innovations, expanded social services, entry and reentry of women, longer life, and growth of leisure time, most providers of occupational training seem likely to prosper.

While a few states (California, Texas, and Wisconsin) faced with fiscal stringency have attempted not to expand but to reduce existing state support for adult programs, most current opinion polls show strong citizen support for education.

While there is increased interest in providing educational opportunities for adults and statistics show a faster rate of growth for students aged 22 to 34 than for the traditional 18 to 21 age bracket, growth for the considerably older adult does not seem to be substantial. Only 2.4 percent of the postsecondary students are over 65 and 5.3 percent are 55 to 64 . About 6.3 million of the adults in postsecondary education are part-time. Only about half of these students are able to take advantage of existing state and federal programs of student financial aid.

Between 1972 and 1978 the number of women over 35 enrolled in postsecondary education doubled while the number of men increased by one-quarter.

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The U. S. Office of Education denies assistance to students who:

- are enrolled on less than a half-time (6 credit hours) basis.
- are not enrolled in a degree/certificate-oriented program in which academic credit is being earned.
- do not meet financial need eligibility guidelines.

While the rate of poverty among the elderly has been cut from 29.5 percent in 1967 to 14.1 percent in 1977, shrinking purchasing power brings many to the edge of poverty. Minorities and non-married women are especially vulnerable. It has been suggested that intervention in the middle years, in terms of education and job creation geared toward self-sufficiency (both on a personal and economic level), could help reduce the graying of the federal budget.

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May 1979

American . ssociation of Community and Junior Colleges

TUITION AND FINANCIAL AID

Costs of attending two-year colleges are generally low. Data collected by the AACJC for the 1978-79 academic year indicate that the average tuition and fees at public two-year colleges are $394. At private two-year colleges the average is $1,792. These averages represent an increase of 10.9 percent over the preceding year for public two-year colleges and 6.4 percent for private two-year colleges. These averages are for state, county and/or district student.

The College Entrance Examination Board, using a sample of postsecondary institutions, determined that for 1978-79 books and supplies would cost a community college student $197 for 9 months and transportation would average $432. It is believed that total costs for a community college student - tuition, fees, transportation, personal expenses, room and board, and books and supplies would be about $2,426.

In many states low tuition at public two-year colleges is the outgrowth of their educational philosophy. This philosophy is designed to provide students of all economic backgrounds with the opportunity to continue their education. All of California's public community colleges are tuition-free, for example. Many two-year colleges have different tuition and fee rates for students living within the state, district, or county of the individual college.

The U.S. Bureau of the Census in a population characteristics study found that two-year college students receive their income from three major sources while attending college. About 53 percent use earnings from employment while attending school; 27 percent receive income from their families; 24 percent from personal savings. Other sources of income include spouses' earnings, Veterans' benefits, grants from state and local sources, loans, and student aid.

Shifts have been noted among students from high and middle socioeconomic levels from four-year to two-year colleges. Observers believe rising costs in middle income families are encouraging attendance at lower cost institutions.

The National Association of State Universities and Land-Grant Colleges and the College Board agree to the following ranking from least expensive to most expensive area of the nation (using tuition and fees as the indicator); West, Southwest, Mid-west, Mid-Atlantic, with New England having the highest tuition and fees.

Among the first-time, full-time freshmen attending public two-year colleges, 15.8 percent are from families with incomes of less than $6,000, 42.5 percent are from families with incomes of $12,500 or less, over half are from families with incomes less than $15,000. About 15 percent are from families earning $25,000 or more while a third of the public university students come from this higher income bracket.

The National Freshmen Norms for fall 1978 indicate that 76.5 percent of community college freshmen receive no grant or scholarship aid, 36.8 percent receive no help from their parents, and only 25 percent receive $1,000 or more of their expenses from their family.

The same report notes that 13.5 percent of the two-year college students indicate major concern about financing their education while 51.6 percent expressed some concern.

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Data from an American Council on Education study for 1976-77 indicate that more then 1.9 million students in postsecondary education received aid under the following U.S. Office of Education assistance programs: Basic Educational Opportunity Grants (BEOG), Supplemental Educational Opportunity Grants (SEOG), State Student Incentive Grants (SSIG), College Work Study Programs (CWS), National Direct Student Loans (NDSL), and Guaranteed Student Loan Programs (GSL).

Of these 1,937,000 students, 28.5 percent are enrolled in public two-year colleges and 2.3 percent are in independent two-year colleges. The majority were BEOG recipients. A total of 36.3 percent of the public two-year college aid recipients were independent students.

The American College Testing Programs' Student Need Analysis Service permits most students applying for aid to submit only one need analysis data collection document to apply for all forms of aid. The period for submitting applications for aid for the 1979-80 school year began January 1, 1979 and will conclude April 15, 1980. The application period for 1979-80 Basic Grants runs from January 1, 1979 to March 15, 1980.

Half a million student applications were rejected for student aid for the 1977-78 year. A substantial portion of these were from community colleges. The three main reasons for rejection were no signature, no social security number, and inconsistent income information.

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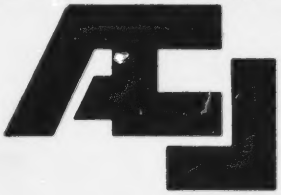
American Association of Community and Junior Colleges



## FACULTY IN TWO YEAR COLLEGES

From October 1977 to October 1978 the number of faculty teaching full-time and part-time at both public and private two-year colleges increased 4 percent from 199,591 to 208,831.

Of all part-time faculty members in postsecondary institutions 52.6 percent are employed in two-year colleges.

According to an American Council of Education study, the majority of two-year institutions offer their faculty a social security and public retirement plan.

Issues surrounding part-time faculty are now of keen interest. The Instructional ACCTion Center is studying expectations of part-time faculty and differences between full-time and part-time faculty.

Of all full-time faculty in two-year colleges 12.6 percent are full professors, 25.8 are associate professors, 37.2 assistant professors, and 24.4 percent are instructors.

The proportion of faculty teaching full-time (defined as a teaching load of nine hours or more) continues to decrease. In the fall of 1974, 51 percent taught full-time. By fall 1978, 43 percent of the faculty taught full-time.

Of the part-time faculty who are semiretired 44.4 percent are in two-year colleges. This is a group consisting of ex-full-time academics, ex-full-timers outside academe and those who have taught part-time during their entire career.

Approximately two-thirds of all faculty members are men though the percentage of women is increasing. In 1976, women comprised 35 percent of faculty, as compared with 37 percent in 1978.

Average salaries for faculty who are teaching full-time on a nine to ten month contract in two-year colleges, including both public and private, are $17,140 for men and $15,512 for women. The over-all average for faculty at two-year colleges, according to the National Center for Education Statistics, was $17,110 for the 1977-78 academic year.

Compensation levels in postsecondary education increased by 5.9 percent from 1976-77 to 1977-78. During the same period, the cost-of-living rose by 7.1 percent.

For public two-year colleges, faculty teaching full-time on a nine to ten month contract earn an average of $17,360; at private two-year colleges the average is $12,840. An assistant professor with a salary of $17,880 would need an increase of 14 percent, or $2,497 to achieve a 1972-73 level of real compensation.

From an American Council on Education study, it was reported that 47 percent of the public two-year and 39 percent of the private two-year colleges grant tenure to their faculty. In public two-year colleges 56 percent of faculty have tenure status while 50 percent of faculty in private two-year colleges have tenure status.

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Both public and independent colleges have probationary periods for tenure; the length of the period usually varies from two to five years, with some colleges requiring as long as seven years before granting tenure.

In 1970, six percent of these faculty held the doctorate; now the estimate is close to 14 percent. It is predicted that by 1980, 20 to 22 percent of all community college faculty will have the doctorate. Twenty-four percent of the faculty without doctorates are currently working toward one. Approximately three out of four faculty have the master's degree.

Two-year college instructors spend significantly more time in the classroom than do their four-year college counterparts. Most faculty in two-year colleges teach from 12-17 hours per week, the average being 15 hours.

An Educational Testing Service study found that at almost two-thirds of two-year colleges there is a campus committee in charge of faculty development. A survey of administrators showed that areas of interest for staff development include: aspects of the two-year college, curriculum and learning, remedial education, and counseling, among others.

According to a study done for the Academic Collective Bargaining Information Service, approximately one-third (34 percent) of all two-year colleges and campuses are represented by bargaining agents or contracts.

Data from the Educational Testing Service's study indicate that at nearly all two-year colleges (87 percent) there is a "periodic review of the performance of all faculty members."

Projected impact of retirement at 70 is expected to be minimal through 1982. After that projections show a precipitous decline in the number of new faculty members hired.

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## TEACHING IN THE TWO-YEAR COLLEGE

According to reports from approximately 1,230 two-year institutions in October 1978, there are 208,831 faculty employed in these institutions including a total of 200,213 in public two-year colleges and 8,618 in independent two-year colleges the total number of faculty teaching both full-time and part-time in all two-year colleges increased by four percent from October 1977 to October 1978.

The number of students attending these colleges part-time has increased, and the total enrollment, full-time and part-time, at public and private two-year colleges decreased slightly from 4,309,984 in October 1977 to 4,304,058 in October 1978.

Faculty teaching part-time increased from fall 1974, when 50 percent were enployed part-time, to fall 1978, when the proportion increased to 57 percent.

SELECTED JOB-RELATED CHARACTERISTICS OF PART-TIMERS IN AAUP STUDY

| Characteristics of This Group | Semi-Retired | Student | Hopeful Full-time | Full-Mooner | Home-worker | Part-Mooner | Part-Unknowner | All Part-Timers |
|---|---|---|---|---|---|---|---|---|
| Percent at Two-year institution | 44.9 | 50.9 | 51.3 | 58.7 | 47.6 | 50.8 | 52.8 | 52.6 |

According to the National Center for Education Statistics publication, Projections of Education Statistics to 1985-86, two-year institutions are expected to enroll a total of 5,225,000 students in the fall of 1980. Between 1965 and 1975, however, two-year colleges more than tripled their enrollments, while between 1975 and 1985 enrollment is expected to increase from 3.8 million students to about 5.7 million, an increase of about 50 percent.

Close to half of all students enrolled in two-year colleges are taking courses in occupational/technical fields. Faculty trained in such areas as health technologies, business adn data processing technologies and public service fields may be in the most demand in the years ahead.

Occupational outlooks through 1985 indicate that there will be keen competition for both college and university teaching positions because the supply of new master's and doctoral degree candicates will more than meet the demand.

According to NCES, employment of full-time teaching faculty in all postsecondary education will show small growth through 1982 and will then drop by 5.7 percent over the next three-year period. After 1985 no increase can be expected.

Data show that over 75 percent of two-year college faculty have the master's degree and that nearly 14 percent have the doctorate. It is predicted that by 1980 about 20 to 22 percent of these faculty members will either have or be working on the doctoral degree. Data from the Bureau of Labor Statistics indicate there will be more than two Ph.D.-holders for every position requiring a Ph.D.

Passage of the Age Discrimination in Employment Act (ADEA) means that after July 1, 1982 mandating retirement before age 70 is illegal. Under this Act projected junior faculty openings for all postsecondary education is zero for six years with recovery commencing only after 1988.

Information from a 1977 survey indicates that few states require a formal teaching certificate. The requirements are usually slightly different for faculty teaching academic or general education programs than for those teaching in technical fields. Certification requirements for academic faculty often consist of a master's degree in the subject area; for technical fields, the requirement is commonly at least a bachelor's degree, with experience as a technician in the subject area. Although there may be no formal certification requirements, prospective facutly may also be asked for evidence of teaching experience or courses in teaching or education.

According to the 1979 AACJC Minority Report, between 1970 and 1978 black faculty increased 55 percent and Hispanic faculty increased 260 percent, while there has been small growth for Asians and little or no growth for American Indians.

For specific information about requirements for the position you seek, consult your local public library, college placement office, or area community or junior college. A listing of all two-year colleges can be found in the Community, Junior, and Technical College Directory. (Available for $10 -- from AACJC Publications, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036.)

Other information about teaching positions in two-year colleges can be obtained from: 1) the "Positions Open" section of the Community and Junior Colleges Journal, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036; 2) The Career Staffing Center, 621 Duke Street, Alexandria, Virginia 22314; 3) advertised positions in The Chronicle of Higher Education, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036.

In applying for a faculty position, it is often a good idea to: 1) determine whether there are vacancies in your particular field; 2) write to the appropriate department chairperson or dean outlining your interest and including a resume; 3) know the job requirements; 4) describe your special qualifications; 5) learn about the particular college; 6) have a background knowledge of the philosophy of the community and junior college.

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ADMINISTRATION AND GOVERNANCE

IN THE TWO-YEAR COLLEGE

In the fall of 1978, approximately 1,200 two-year colleges reported a total of 16,728 administrators and 14,613 professional support staff such as librarians and counselors. About one in four administrators is a woman; 46 percent of the professional support staff are women.

Using the two year period 1976-1978, the ratio of administrators to faculty increased by 2.6 percent, while the ratio of professional staff to faculty increased 6.1 percent.

Salaries for administrators are reported by type and size of institution by the College and University Personnel Association. In the 1977-78 report, the chief executive officer in public two-year colleges with headcount enrollments between 1,000 and 2,499 earns a median salary of $34,245 per year; the chief academic officer, $26,982; the chief student life officer, $23,500.

In the same type of institution, median salaries are given for the following administrators: director of admissions, $19,000; development officer, $22,000; director of institutional research $21,456; public relations officer, $17,235.

The 1979 AACJC Minority Report indicates that 13.9 percent of the administrators in two-year colleges are from minority groups, and 16.4 percent of the professional staff are from minority groups.

In a recent study of community and junior college trustees and presidents, AACJC found that 90 percent of public college presidents and 95 percent of public college board chairmen feel the Board has made a clear distinction between setting policy and administering the institution; 93 percent of the independent college presidents and 93 percent of their chairmen also feel that a clear distinction has been made.

There are approximately 540 boards which are locally appointed or elected to govern two-year public colleges. In 17 states complete legal responsibility for the governance of public two-year colleges rests with a state-level board rather than a local governing board.

A Pennsylvania study finds that only one-third of the state legislation that impacts community colleges is designed especially for community colleges. Administrators will want to keep alert for legislation that may indirectly impact on their institutions.

The presidency has an expected turnover rate of one per every four and one-half years. Some 300 searches will be conducted annually during the next few years. Each selection will attract a minimum of 50 candidates.

With emphasis on accountability and productivity, administrators may elect to be evaluated on a routine basis rather than in a time of crisis. Wattenbarger, Evans and Mears have developed a model for evaluation based on total accomplishment.

The 1,234 two-year institutions listed in the 1979 Community, Junior, and Technical College Directory include 78 multi-campus districts, 187 private two-year colleges. and approximately 90 two-year branches of four-year colleges and universities. Trends in financing two-year colleges are clearly toward state and away from local sources.

Sources of information about employment in administration in two-year colleges include advertising in The Chronicle of Higher Education, in the Community and Junior College

Journal, and in other national publications. The Higher Education Administration Referral Service, Suite 510, One Dupont Circle, Washington, D.C. 20036, also provides employment listings. Another source of information is the Career Staffing Center, 621 Duke Street, Alexandria, Virginia 22314.

Other associations providing information on administration are:

College and University Personnel Association, Suite 650, One Dupont Circle, N.W. Washington, D.C. 20036

National Association of College and University Business Officers, Suite 510, One Dupont Circle, N.W., Washington, D.C. 20036.

National Association for Women Deans, Administrators, and Counselors, 1028 Connecticut Avenue, N.W., Washington, D.C.

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## FINANCING TWO-YEAR COLLEGES

In 1978, two-year colleges had higher rates of increases then four-year institutional units in both current fund revenues and expenditures. Two-year colleges were up 9.5 percent in revenues and 9.7 percent in expenditures.

Two-year colleges, both public and private, spent about $6.1 billion in fiscal year 1978, up 9.7 percent from the previous year. Tuition and fees accounted for about 17.6 percent of the revenue at two-year colleges, as compared with 25 percent of the revenue at four-year colleges.

Other sources of revenue for two-year colleges vary. Private colleges depend largely on tuition but also receive funding from voluntary giving, endowments, and in some cases, state and federal funding. Revenue for public two-year colleges is also derived from tuition, voluntary support and endowments, and federal funding, but the combination of state and/or local tax support is significant.

According to data collected from 35 states by the Institute of Higher Education, University of Florida, public community colleges in 18 states receive some proportion of their current operating budgets from local taxes. Public colleges in all 35 states received some state appropriations for operating funds.

State appropriations finance over half of the operating expenses for public two-year colleges in the following states:

| | | |
|---|---|---|
| Alabama | Hawaii | North Dakota |
| Alaska | Kentucky | Oklahoma |
| Arkansas | Louisiana | Rhode Island |
| Colorado | Massachusetts | South Carolina |
| Connecticut | Minnesota | Tennessee |
| Delaware | Mississippi | Texas |
| Florida | Montana | Utah |
| Georgia | Nevada | Virginia |
| Indiana | New Mexico | Washington |
| Iowa | North Carolina | West Virginia |

In the remaining states, 10 supply 70 percent, or more, of the funding for the public two-year colleges; Arizona, California, Illinois, Kansas, Nebraska, New Jersey, Oregon, Wisconsin, and Wyoming receive substantial support, over one-third from local taxes.

A study on community college financing done by the Institute of Higher Education, University of Florida, 1979, includes data on the amount of funding available per FTE student. These amounts vary in the states surveyed from a high of $2,634 to $1,010 per FTE, the average amount being $1,814.

Colleges tend to spend between 43 and 50 percent of their budget on instruction; 11 to 15 percent on plant operation and maintenance; about eight percent on student services; and about five percent on libraries.

Seven states have special provisions in their funding formulae for developmental education, often by use of a separate student/faculty ratio; ten others indicated direct

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funding of special developmental faculty, staff programs or services. A few fund indirectly, for example, by awarding credit for some developmental courses, thus allowing normal funding.

Several community and junior colleges have studied their economic impact on surrounding communities. One such study on the state level indicated that the total economic benefits received by the state far exceeded the tax fund appropriations for the community college system.

Revenue from state and local governments for public two-year colleges is generated in several ways. In some states, college budgets are negotiated with state legislatures and/or state boards; other states use funding formulae which are based on credit hours or enrollment size. In states such as California, Illinois, and Michigan, state funding is also based on consideration of local tax funding for each community college district. Another funding method is based on actual costs of specific programs at individual colleges or on specific curricula.

A SHEEO survey found forty of the responding states differentiate in their funding or fee policy. The most common basis for differentiation is credit/non-credit, and to a lesser degree, location (on or off campus). CHANGE magazine notes that state and local two-year colleges report weaker trends for signed contract commitments for capital purposes than for other segments of postsecondary education.

Half of the public two-year colleges and 64 percent of the independent two-year institutions are projecting deficits in current operations for 1979.

Last year, several states enacted laws that either restricted taxes or curbed public spending. These states included Alabama, California, Idaho, Illinois, Massachusetts, Missouri, Nevada, North Dakota, South Dakota, and Texas. Preliminary data show that two-year institutions have been the first to be affected, because they are more dependent on property tax revenues.

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May 1979

PROGRAMS IN PROGRESS AT AACJC

Energy and the Way We Live: A National Issues Forum. A nationwide dialogue designed to permit the entire population to enter into a serious and thoughtful examination of past, present and future dimensions of the energy issue is being conducted by AACJC's Community Forums Office. The program, to take place during February, March, and April of 1980 in communities across the country with community college leadership, is enriched by Courses by Newspaper, a National Public Radio series and other resources in preparation by ten national participating organizations. A ten-week Calendar of Issues serves as the framework for community forum activities. Technical assistance and materials are available from AACJC and ten regional coordinating colleges. Diane U. Eisenberg is the director.

Community Colleges and Community Resource Centers. A three-year program to demonstrate how community colleges can facilitate community development. Six community colleges are participating. Technical assistance is being provided by the National Self-Help Resource Center, which is directed by Susan A. Davis.

Community College Energy-Related Information Center. A one-year program to help keep community college faculty and administrators informed of significant energy-related activities in the nation. Emphasis will be placed on curriculum materials of use in the colleges. Periodic newsletters, an energy curriculum guide, and a report on the effects of energy shortages on college operations will be produced. James R. Mahoney is project director. The U. S. Department of Energy provides financial support.

Service Center for College-Labor Union Cooperation. A three-year program begun in August 1976 to promote community college-labor union cooperation in six areas: apprenticeship training, journeyman retraining, pre-retirement education, labor studies, credit for work experience, and increasing utilization of tuition benefits in union contracts. Project director is William Abbott. Department of Labor provides financial support.

Servicemen's Opportunity Colleges. A joint project with the American Association of State Colleges and Universities, acting on behalf of a number of other associations in higher education, to serve educational needs of servicemen. Nearly 400 two- and four-year colleges participate. AASCU serves as fiscal agent. James Nickerson is project director. Department of Defense and Carnegie Corporation support the program.

National Center for Community Education. A center to advance cooperation among community colleges, community schools and other community agencies. Fellowships are supported. Suzanne M. Fletcher is project director. Support comes from the Charles Stewart Mott Foundation.

Policies for Lifelong Education. A three-year project designed to raise the awareness of the institutional, local, state and national levels for the development of a more favorable policy framework for lifelong education. The project is currently developing information on working relationships between community colleges and other community-based groups in an effort to identify a constituency for the support of lifelong education policy development. Jamison Gilder is project director. The W. K. Kellogg Foundation provides financial support.

Dissemination of Career Education Programs and Products to Community Colleges. Exemplary career education practices in community colleges will be identified, described, and reported in a second edition of Career Education in Community Colleges: A Sourcebook. Five workshops will be planned and conducted at community colleges located in different geographical regions. Richard E. Wilson is project director. The U.S.O.E. Career Education Office provides fianacial support.

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Older Americans Program. A three-year program to establish a network of community colleges that will initiate and expand programs and services for older adults to develop paid and voluntary opportunities in education, business and industry, and government agencies. The network will maintain and communicate current information with community colleges and establish linkages with other national organizations concerned about older adults. Funded by the Edna McConnell Clark Foundation; Jeanne Aronson is director.

Office of Veterans' Affairs. A program to compile and disseminate information to academic institutions and other cooperating agencies for use in planning programs for veterans. The program also hosts conferences that bring together federal agencies concerning veterans and administrators of college programs. Darryl Kehrer is director. The program is supported by the Carnegie Corporation and is jointly sponsored by the American Association of State Colleges and Universities.

Higher Education Management Institute of AACJC. A project to communicate and disseminate the Management Development and Training Program for Colleges and Universities as developed by the Higher Education Management Institute. The Institute, a non-profit organization formed through a grant from the Exxon Education Foundation, has created and structured processes and materials to meet the unique management training needs of higher education. These materials and processes are now available to community colleges as a complete comprehensive program on a cost reimbursement basis. AACJC is co-sponsoring an office with this agency at the Association headquarters. Colleges interested in participating in the program can receive information and technical assistance from this office. Eldon Miller is project director.

Adult Learning and Public Broadcasting. A one-year program to facilitate cooperative relationships between community colleges and public broadcasting stations. Through a series of developmental activities -- surveys, case studies and a national convening -- the project will enhance awareness of community college decision-makers, public broadcast officials and community representatives of the ways telecourses can extend the instructional program of the colleges and enrich the programming of the stations. Marilyn Kressel is project director. HEW's Fund for the Improvement of Postsecondary Education provides financial support.

Women Business Owners Orientation Program. This two-year project will develop, field test, and disseminate a 45-hour curriculum and counseling model designed to assist women to successfully start and manage small businesses. The purpose is to raise significantly the number of women-owned businesses. It will bridge the gap between existing workshops and community colleges' credit programs. Carol Eliason is the project director. The U.S. Small Business Admimistration is providing financial support.

Credentialing Women's Life Experiences. The main purpose of this two-year program is to design, field test and provide for the implementation of a system to recognize women's lifelong learning. A secondary purpose is to encourage women to enter non-traditional careers. The project is a cooperative effort between Dr. Ruth Eskstrom of Educational Testing Service and Carol Eliason of AACJC. The program is supported by funds from the Bureau of Occupational and Adult Education of the U.S. Office of Education.

Office of International Services. The office is concerned with enhancing the international/intercultural dimensions of AACJC members. It assists with curricula revisions, facilitates the exchange overseas of faculty and students, sponsors conferences, helps with placement of foreign students. advises on technical assistance opportunities, briefs visiting educators, coordinates efforts with similar offices in other associations of higher education, provides a clearinghouse of consultations and information and is secretariat for the AACJC International/Intercultural Consortium. Seymour Fersh is director; Rebecca Jacobsen is associate director. Funded by Ford Foundation.